DOCUMENT RESUME

ED 222 449 SP 021 088

TITLE	Professional Growth Week-1981 for Vocational, Technical and Adult Education Instructors. Final Report. Project Number 30-101-150-311.
INSTITUTION	Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY	Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE	Jun 81
NOTE	61p.; For related documents, see SP 021 089-090. Project developed in cooperation with local Wisconsin Vocational, Technical, and Adult Education Districts.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Educators; Competency Based Teacher Education; Evaluation Criteria; *Evaluation Methods; *Inservice Teacher Education; Measures (Individuals); Participant Satisfaction; Program Development; Program Evaluation; *Seminars; *Staff Development; Teacher Evaluation; Testing; *Vocational Education Teachers
IDENTIFIERS	Wisconsin

ABSTRACT

A 1-week seminar, consisting of intensive learning activities for Wisconsin's vocational, technical, and adult education instructors was conducted in 1981. The program of educational experiences stressed the evaluation of teacher performance and presented units on: (1) models for evaluation; (2) rationale for performance testing; (3) learning assessment centers; (4) committee and employer input; and (5) evaluation of knowledge, skills, and attitudes. An evaluation of the seminar sought information on the participants' needs and interests and their opinions of the sessions. Participants were pleased with the learning experiences and obtained an increased understanding of the goals and purposes of vocational, technical, and adult education. This report describes the program, the procedures for establishing learning activities and preparing a proposal for funding, and the activities of similar seminars that have been conducted annually since 1973. In a section devoted to outcomes of the seminar, descriptions are given of participants and the results of "opinionnaires" containing teachers' views about the seminar. Charts present tables profiling the teaching assignments of the participants, comparisons of teaching assignments between 1973 and 1981, comparisons of the participants' educational preparation between the same years, and results of surveys of the participants. Appendices contain further information about the seminar and copies of the surveys and opinionnaires. (JD)

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PROFESSIONAL GROWTH WEEK-1981
for
VOCATIONAL, TECHNICAL AND ADULT
EDUCATION INSTRUCTORS

A PROJECT DEVELOPED COOPERATIVELY BY THE WISCONSIN
BOARD FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION; LOCAL WISCONSIN
VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS
AND THE
INDUSTRIAL TEACHER EDUCATION DEPARTMENT
AT THE
UNIVERSITY OF WISCONSIN-STOUT

JUNE, 1981

PROFESSIONAL GROWTH WEEK-1981
WBVTAE, LOCAL VTAE DISTRICTS AND UW-STOUT
DUANE JOHNSON - PROJECT DIRECTOR

FINAL REPORT

PROJECT NUMBER 30-101-150-311

PROFESSIONAL GROWTH WEEK-1981 FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION TEACHERS

FUNDED BY

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

ROBERT SORENSEN, DIRECTOR

DUANE A. JOHNSON, PROJECT DIRECTOR

WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

LOCAL VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

AND THE

INDUSTRIAL TEACHER EDUCATION DEPARTMENT

AT THE

UNIVERSITY OF WISCONSIN - STOUT

MENOMONIE, WISCONSIN 54751

JUNE, 1981

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal Funds and the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board of VTAE or U.S. Office of Education position or policy and no official endorsement should be inferred.

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ACKNOWLEDGEMENTS

Special recognition is given to Mr. Doyle E. Beyl, Mr. James Mueller, Dr. Orville Nelson, Dr. Harold Halfin, Dr. Richard Gebhart and Dr. Richard Peter for their assistance in planning the program, securing the necessary financed support, and assisting in the formative and summative evaluations.

The contributions of Mr. Doyle E. Beyl and Mr. James Mueller in coordinating Professional Growth Week-1981 with the WBVTAE are sincerely appreciated.

Dr. Harold Halfin, Dr. Orville Nelson, Dr. Richard Peter, Dr. Richard Gebhart and Mr. Harlyn Misfeldt are recognized for their total efforts in providing advice, direction, and administration to Professional Growth Week-1981. The encouragement and assistance provided by the administration at the University of Wisconsin-Stout were important factors in conducting the program.

All presenters are to be commended for taking time from their work and vacations to prepare and present their presentations.

All participating VTAE teachers are to be commended for their attendance and active participation in Professional Growth Week-1981.

ABSTRACT

Professional Growth Week-1981 (June 8-12, 1981) Dr. Duane A. Johnson, Project Director. A one-week intensive in-service conference for 97 Wisconsin vocational, technical and adult education instructors to develop competencies stressing performances evaluation for vocational instruction. The conference was sponsored by the Wisconsin State Board for Vocational, Technical and Adult Education Districts, and the Department of Industrial Teacher Education at UW-Stout.

Ninety-seven vocational educators from Wisconsin's vocational, technical and adult education districts, vocational circuit instructors, and health and social services instructors were represented through participation. Results indicated that significant learning occurred and the participants were pleased with the learning experiences. It was recommended that this type of in-service education be continued for the purpose of serving the in-service needs of Wisconsin vocational, technical and adult education instructors.

CHAPTER I

INTRODUCTION

Recommendation from previous Professional Growth Weeks indicated that a similar seminar be conducted each year for vocational, technical and adult education teaching staff. In 1981 it was recommended that one program be presented and that each participant be pre-tested to determine which sections of the program would be of most value for each participant. A project proposal was developed by the Department of Industrial Teacher Education (ITE) at the University of Wisconsin-Stout in conjunction with the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) committing each party to active support related to conducting Professional Growth Week-1981. Professional Growth Week-1981, was one week of intensive learning activities related to performance evaluation for vocational instruction which was especially developed and sequenced to meet the current needs of teachers in Wisconsin's vocational, technical and adult education districts.

The program of educational experiences developed and presented stressed evaluation for vocational instruction including: (1) models for evaluation; (2) rational for performance testing; (3) learning assessment centers; (4) committee and employer input and (5) evaluating knowledge, skills, and attitudes.

To evaluate Professional Growth Week-1981 and to enable the staff to improve future in-service seminars, four instruments were developed and utilized: (a) Participants' Application Response, (b) Needs and Interests

Survey, (c) Participants' Opinionnaire for Professional Growth Week, and (d) Presenters' Opinionnaire for Professional Growth Week. (Sample instruments shown in Appendix B.)

Both the formal evaluations and informal conversations provided strong evidence that (a) significant learning occurred; (b) the participants were well pleased with the learning experiences; (c) the formal and informal interactions between the participants, the presenters, and the seminar leaders resulted in an increased understanding of the goals and purposes of vocational, technical and adult education in Wisconsin; and (d) a Professional Growth Week should be held annually.

The responses to a learning activities opinionnaire completed by each Professional Growth Week-1981 participant indicated a desire to have similar in-service seminars held on the UW-Stout campus.

PURPOSE

The purpose of this project was to develop a one-week seminar which would provide an in-service program for approximately 150 vocational instructors from the Wisconsin Vocational, Technical and Adult Education System. The project conference would provide instruction that would develop and improve competencies of vocational, technical and adult education (VTAE) teachers in performance based evaluation for vocational instruction. Participants would participate in one of two programs with a choice of selected learning experiences provided within each program. Participants would be allowed to select some evening session determined to be of most value to them. The Center for Vocational, Technical and Adult Education and Industrial Teacher Education Department cooperated in the coordination of activities based on the participants needs for the purpose of expanding learning opportunities and enriching the regular program. Selected evening programs were provided to serve the needs and interests of all the Wisconsin Board of Vocational, Technical and Adult Education sponsored seminars on the UW-Stout campus during the June 8-12, 1981 week.

OBJECTIVES

To adequately meet the needs of the Wisconsin VTAE teachers, a variety of learning activities were provided related to performance based evaluation for the purpose of meeting the stated objectives for the project.

The objectives which were established for the conference are on the following page.

CONFERENCE OBJECTIVES:

PERFORMANCE EVALUATION FOR VOCATIONAL INSTRUCTION

As a result of this workshop, the participants should be able to:

1. List current concepts and practices for performance evaluation for vocational instruction.

2. Determine methods, materials, equipment, types of information and procedures necessary to complete a performance based evaluation system for students enrolled within a course.

3. Develop a performance based evaluation model which would include evaluating knowledge, skills and attitudes.

4. Describe evaluation strategies which can be used to implement a performance based evaluation system.

5. Describe strategies which can be used to provide evaluation for vocational instructors.

6. Develop a system for managing evaluation records and reports.

7. Recognize computer applications for performance evaluation.

8. Respond to identified students with special learning needs utilizing information from learning assessment centers.

9. Recognize sex stereotyping and sex bias situations and recommend corrective affirmative action.

The assumption was that the majority of the participants had not attended more than one previous Professional Growth Week, so alternate sessions and topics were limited to avoid distracting participants from topics which were continuation sessions within the conference program.

RATIONALE

In recent years there has been an increasing need for innovative curriculum and instructional delivery to meet the needs of vocational education. Innovative vocational education programs require special teaching techniques, strategies, and a variety of evaluation techniques.

In recent years many VTAE schools have made a concerted thrust in implementing open-entry/open-exit concepts for their vocational programs. New instructional modes provide greater flexibility in accepting students at their level of proficiency, with specific performances at various times, and allow them to progress at their most effective pace through their program or exit from the program. Developmental work in this area has revealed the need to include alternative learning experience and a variety of evaluation techniques.

Individualized vocational education placed a greater emphasis on instructional delivery methods and evaluation procedures utilized by the instructor. Mastery evaluation tests must measure attainment of achievement and enabling levels of performance with more reliability and validity than under norm based systems to provide effective articulation of performances within the program.

In an individualized education system each student in the class will be working toward performances they require and may be on an advanced placement or standing within the vocational program or course. There is also a trend toward more use of mediated presentations which involve appropriate

emphasis on sound, tactile, and visual stimuli. These trends toward mediation of instruction for vocational education require teachers who can design and prepare individualized and personalized instructional media materials and utilize data from students performance records to develop and evaluate appropriate courses.

June 4-8, 1973, Center for Vocational, Technical and Adult Education conducted the first Professional Growth Week (PGW-1973) for VTAE teachers. Seventy-eight teachers attended the seminar and their evaluation of the seminar programs was very positive. More than thirty elected to continue some part of their Professional Growth Week activities through independent study. A number attended (23) Professional Growth Week II (1974) in order to acquire the skills and information presented in the other segment of the seminar.

June 3-7, 1974, the Center for Vocational, Technical and Adult Education conducted the second Professional Growth Week (PGW-II) for VTAE teachers. One hundred fourty-eight teachers attended the seminar and their evaluation of the seminar program was very positive. More than fourty elected to continue some part of their Professional Growth Week II activities through independent study. A number of previous (1973 and 1974) Professional Growth Week participants from Program I and Program 2 attended Professional Growth Week III (1975) in order to acquire the skills and information presented in the other segment of the seminar.

June 2-6, 1975, the Center for Vocational, Technical and Adult Education conducted a third Professional Growth Week (PGW-III) for VTAE teachers. One hundred sixty-five teachers attended the seminar and evaluations were

positive. Eighty-five (52 percent) teachers enrolled in individualized instruction. Ninety participants elected to continue some part of their Professional Growth Week III activities through independent study upon returning to their local districts.

June 7-11, 1976, the Center for Vocational, Technical and Adult Education conducted the fourth Professional Growth Week at Milwaukee, Wisconsin in conjunction with the coordinated efforts of the Milwaukee Area Technical College. One hundred fifty-three vocational teachers attended this seminar. Seventy-eight (51 percent) teachers enrolled in instructional improvement and seventy-five (49 percent) enrolled in individualized instruction. More than sixty-five participants elected to continue some part of their Professional Growth Week IV activities through independent study as an outgrowth of the seminar.

June 6-10, 1977, the Center for Vocational, Technical and Adult Education and the Department of Industrial Teacher Education, UW-Stout conducted the fifth Professional Growth Week at UW-Stout. One hundred thrity-three vocational teachers attended the seminar. Sixty-seven (50 percent) enrolled in the curriculum articulation program and sixty-six (50 percent) enrolled in the instructional strategies program. More than sixty participants elected to continue their professional development activities through independent study upon returning to their local districts as a direct outgrowth of the seminar. Twelve additional teachers attended for one to four days of the 1977 Professional Growth Week Seminar.

June 5-9, 1978, the Center for Vocational, Technical and Adult Education and the Department of Industrial Teacher Education, UW-Stout, conducted

the sixth Professional Growth Week at UW-Stout. One hundred fifty-nine vocational instructors attended the seminar. All participants were enrolled for competency based vocational education with individually selected learning activities. More than thirty participants elected to continue their professional development activities through independent study upon returning to their local districts as a direct outgrowth of the seminar.

June 4-8, 1971, the Center for Vocational, Technical and Adult Education and the Department of Industrial Teacher Education, UW-Stout, conducted the seventh Professional Growth Week at UW-Stout. One hundred fifty-one vocational instructors attended the conference. All participants were enrolled for performance based vocational education with individually selected learning activities included. More than one-third of the participants elected to continue their professional development activities through independent study upon returning to their local districts as a direct outgrowth of the seminar.

June 2-6, 1980, the Center for Vocational, Technical and Adult Education, and the Department of Industrial Teacher Education, UW-Stout, conducted the eighth Professional Growth Week at UW-Stout. Ninety-seven vocational instructors attended the conference. All participants were enrolled for individualized vocational instruction with individually selected activities included. More than one-third of the participants elected to continue their professional activities through independent study upon returning to their local districts as a direct outgrowth of the seminar.

June 8-12, 1981, the Center for Vocational, Technical and Adult Education, and the Department of Industrial Teacher Education, UW-Stout, conducted the

ninth Professional Growth Week at UW-Stout. Ninety-seven vocational instructors attended the conference. Participants enrolled for performance based vocational evaluation or survival with evaluation for instructors with limited teaching experience. Participants were allowed to select independent study upon returning to their local districts to continue their performance based evaluation experiences.

The one-week seminar early in June was the preferred length and fell in the preferred time period for in-service seminars of this type. (The information on preferred time periods and lengths of seminars was collected in seven previous professional development surveys conducted by the Center for Vocational, Technical and Adult Education.)

A need to hold future professional growth in-service workshops at UW-Stout was exhibited by the numbers of interested vocational instructors, as indicated on participant response sheets.

CHAPTER II

PROGRAM AND PROCEDURES

Establishing the Learning Activities and Preparing the Proposal for Funding

The original concept of the Professional Growth Week seminar was developed by Mr. Doyle E. Beyl, Mr. Clifford Zenor, and Mr. Roland Krogstad of the Wisconsin Board of Vocational, Technical and Adult Education and the staff of the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout in 1972-73. Revisions and additions were made each year based on evaluations of previous Professional Growth Weeks. The proposal was then fully developed and submitted by the University of Wisconsin Board of Vocational, Technical and Adult Education accepted the proposal for funding.

The overall thrust of Professional Growth Week was heavily determined by the Reassessment of Professional Development Survey (Jarvis and Nelson, 1973, mimeographed); a follow-up survey conducted by Clifford Zenor, curriculum consultant for the Wisconsin Board of Vocational, Technical and Adult Education; and a VTAE instructor Needs and Interest Survey (Duane A. Johnson, 1973-80). The VTAE teachers indicated a need for (a) individualization of instruction, (b) instructional strategies, (c) humanizing education, and (d) evaluation of instruction.

The program topic was agreed upon in a conference including UW-Stout and WBVTAE Bureau of Research, Professional and Student Development Personnel. The conference program was modified to reflect input from VTAE instructors from local VTAE districts. The revised program became the conference

agenda. The site selection as UW-Stout was also agreed on at that time.

Selecting the Staff

Because of the variety of learning activities, it was necessary to identify fourteen individuals in order that the total range of learning activities could be presented. The staff consisted of individuals from VTAE districts, the Wisconsin Board of Vocational, Technical and Adult Education, the University of Wisconsin-Stout and consultants. Consultants and guest speakers assisted in specialized areas related to special programs ongoing vocational education evaluation programs and follow-up study for participants.

The content of each presenter was guided by the parameters related to the conference theme of performance evaluation for vocational instruction. The project director personally contacted each presenter to help define those parameters. Also, the presenters communicated with each other individually and in groups to eliminate duplication and voids in the total learning activities. (Selected materials used in the programs are presented in the appendices.)

The conference program agenda was as follows on page 12.

AGENDA

PROFESSIONAL GROWTH WEEK-1981 University of Wisconsin-Stout
Cooperative effort of local VTAE districts, WBVTAE and UW-Stout

June 8-12, 1981

PROGRAM: PERFORMANCE EVALUATION FOR VOCATIONAL INSTRUCTION

MONDAY, JUNE 8

10:00 - 12:00	Registration and Participant Pre-Test
12:00 - 1:00	Open Time
1:00 - 2:00	Keynote Address-Dr. Sorensen, State Director, VTAE
2:00 - 3:15	Models for Evaluation (Task Analysis, DACUM, V-TECS)
3:15 - 3:30	Break
3:30 - 4:00	Rationale for Performance Evaluation
* 4:00 - 4:30	Grouping Participants for Conference Activities (Each participant will complete one model performance evaluation instrument during the conference.)

TUESDAY, JUNE 9

8:30 - 9:00 a.m.	Performance Evaluation History
9:00 - 9:30	Activities and Rooms for Participant Groups
9:30 -12:00 noon	Groups: Evaluating Knowledge, Skills and Attitudes
12:00 - 1:00	Open Time
1:00 - 4:30	Groups: Evaluating Knowledge, Skills and Attitudes
5:30 - 6:30 p.m.	Picnic

WEDNESDAY, JUNE 10

8:30 - 9:30 a.m.	Levels of Performance, Articulation, Advanced Standing. Open Entry, Open Exit
9:30 - 12:00 noon	Groups: Evaluating Knowledge, Skills and Attitudes
12:00 - 1:00	Open Time
1:00 - 4:30	Groups: Evaluating Knowledge, Skills and Attitudes
7:00 - 8:30 p.m.	Learning Assessment Centers and Assessment Techniques

THURSDAY, JUNE 11

8:30 - 9:30 a.m.	Computer Applications for Performance Evaluation
9:30 - 12:00 noon	Groups: Evaluating Knowledge, Skills and Attitudes
12:00 - 1:00	Open Time
1:00 - 4:30	Groups: Evaluating Knowledge, Skills and Attitudes

FRIDAY, JUNE 12

8:30 - 9:00 a.m.	Advisory Committee and Employer Input
9:00 - 10:30	Instructor Evaluation Techniques
10:30 - 10:45	Break
10:45 - 11:45	Follow Up Evaluation: Student and Employer Follow-up
11:45 - 12:00 noon	Summarization
12:00 - 1:00	Open Time
1:00 - 1:30	Conference Evaluation

*Groups rotated through three areas: evaluating knowledge, evaluating skills and evaluating attitudes. Special arrangements were made for participants who felt thet were extremely competent in performance evaluation and for participants who have no teaching or performance evaluation background.

Contacts With The VTAE Districts

Dr. Robert P. Sorensen, State Director of the Wisconsin Board of Vocational, Technical and Adult Education Contacted the Director of each VTAE district through Communication Bulletin 81-71. Dr. Sorensen requested that each district submit the names of at least ten VTAE instructors and alternates who would attend Professional Growth Week-1981 to the project director on an application for participation. This letter also described the learning activities of the conference, as well as explaining expenses which would or would not be reimbursed. Application blanks for enrollment were included along with the communications bulletin. (Dr. Sorensen's communication bulletin to the districts and the application blanks for enrollment are in Appendix A.)

Project Evaluation

To evaluate Professional Growth Week-1981 and to enable the staff at the Center for Vocational, Technical and Adult Education to improve future in-service seminars, four instruments developed during previous Professional Growth Week projects were revised and utilized: (a) Participants' Application Sheets, (b) Pre-assessment Instrument, (c) Participants' Opinionnaire for Professional Growth Week and (d) Presenters' Opinionnaire for Professional Growth Week. (A copy of each of these four instruments is in Appendix B.) Based on results helpful in providing an agenda which met the needs of the participants. These instruments also provided a method of comparison for Professional Growth Week-1981 with the Professional Growth Weeks held previously.

Participant's Response Sheet

The Participants' Application sheets provided data on five important aspects: (a) participant's address and VTAE district, (b) the participant's major area of teaching (academic subjects, agriculture, business and office occupations, distributive education, health occupations, home economics, trade and industry, and other), (c) the number of college credits in professional education courses that the participant had earned within the two previous years, (d) the participant's highest level of education attainment, and (e) previous Professional Growth Week projects attended. This information, in conjunction with the pre-assessment instrument provided a profile of the participants attending Professional Growth Week and indicated the level of instruction most suitable to the group. Any change in the group profile from the previous years could also be noted.

Pre-assessment and Post-assessment

The pre-assessment instrument was utilized to measure the level of competence participants possessed related to evaluating student progress. This information was used to help the PGW staff plan for the most appropriate instruction and the placement of participants in the most appropriate group for instruction. The pre-test instrument was administered as a part of the registration procedure on the first morning of Professional Growth Week-1981. All pre-assessment items were related to performance evaluation for vocational education sessions conducted during the workshop.

Participants' Opinionnaire for Professional Growth Week

This instrument consisted of twelve likert type items and three open-ended response items. This instrument was designed to elicit honest opinions from each participant concerning Professional Growth Week-1981. The opinionnaires were completed anonymously to enable the participants to be completely honest in their evaluation of the seminar. The areas in which the seminar staff felt they needed feedback from participants included seminar content, registration fee, seminar schedule, location of seminar, media equipment and procedures, assistance from staff and university credit.

The three open-ended items, following the likert type items, allowed each participant to indicate those events he: (a) liked most, (b) liked the least, and (c) suggestions for improvement. Also, participants were encouraged to make additional comments and suggestions about Professional Growth Week-1981. Each Participant completed this opinionnaire during the last conference session attended.

Presenters' Opinionnaire for Professional Growth Week

This instrument consisted of eight likert-type items and three open-ended response items. This opinionnaire, as in the Participants' Opinionnaire, was designed to elicit honest reactions from the presenters. It was completed anonymously at the end of Professional Growth Week activities. The areas included in the opinionnaire include realization of needs of vocational educators, new insights into goals of vocational education, acquaintance with the staff at the Center for Vocational, Technical and

Adult Education, enjoyment of presenting at the seminar, and their desire to present at future conferences. Like the Participant's Opinionnaire, the Presenters' Opinionnaire included three open-ended responses: (a) "What did you like most about your experience with Professional Growth Week?" (b) "What did you like least about your experience with Professional Growth Week?" and (c) "Additional suggestions for improvements."

VTAE Instructors' Needs and Interests

This instrument consisted of a listing of twenty competency areas to which participants responded to in relationship to their needs and interests related to vocational education instruction.

Each competency area had space provided for checking needs as none, some, and great; and interests for each competency as none, some, and great.

The areas included in the needs and interests survey included: Curriculum Development Systematic Approach, Program Needs Analysis for VTAE Programs, Goal setting for Personal Goals, Task Analysis for VTAE Programs, Determining Competencies from Task Analysis, Mediating Instruction with AV, computer, etc., Computer Applications, Methodology, Individualization of Instruction, Humanizing Education, Learning Environment Effects on Instruction Micro-teaching using Video Tape, Learning and Teaching Styles, Principles or Philosophy VTAE, Career Education Concepts and Motivating Students.

Data from the participants' and presenters' opinionnaires from prior Professional Growth Week projects were helpful in planning and conducting

Professional Growth Week-1981. These data will in turn be of considerable worth, along with participants' needs and interests survey, when planning future seminars.

CHAPTER III

OUTCOMES OF THE PROFESSIONAL GROWTH WEEK SEMINAR

Description of the Participants

The instructors participating in the Professional Growth Week Seminar came from the fourteen vocational-technical districts in the State of Wisconsin, circuit instructors and social services instructors. One participant was a WBVTAE staff member. All occupational areas and general education were represented. Table III-1 gives the number and percent of teaching assignments of the participants who attended Professional Growth Week-1981. Health occupations instructors were the most numerous (30%) with trade and industry second (28%) and academic subjects third (11%). A comparison of these statistics with the data in "The Reassessment of Wisconsin's Professional Staff Development for Vocational Education" (Jarvis and Nelson, 1972, Chapter IV, p. 190) revealed that the proportion of teachers from each occupational area and general education was very similar to that found in the total VTAE system. The numbers in health occupations and trade and industry reflects the growth of these programs in the VTAE districts. The number listed as "other" (10%) indicates an increase in the total number at programs within VTAE districts. Table III-2 presents a comparison with previous PGW conferences. A comparison of these statistics with Professional Growth Week conferences revealed that the proportion of teachers from each occupational area and general education from year to year was similar. (Table III-2 presents this comparison.)

The Professional Growth Week I (1973), of participants in attendance, 48 (61%) were male and 30 (39%) were female.

For Professional Growth Week II (1974), of those in attendance, 98 (67%) were male and (33%) were female. This represented an increase in the percent of male participants attending Professional Growth Week I by 6%.

In 1975, of participants in attendance, 116 (70%) were male and 49 (30%) were female. This represented an increase of 3% in male participants. These figures exhibited a slight increase in the percent of male participants for each prior year.

In 1976, the participants of Professional Growth Week included 90 males (54%) and 63 females (41%). This represented a decrease in male participants of 11% as related to the previous year.

In 1977, the participants of Professional Growth Week included 87 (60%) males and 58 (40%) females. This represented a slight increase in male participants over the previous year. Of the 145 participants enrolled, 133 attended for the entire week, 12 participants attended from one to four days.

In 1978, the participants of Professional Growth Week included 109 (69%) males and 50 (31%) females. This represented a 10% increase in male participants over the previous year. Of the 160 participants enrolled, 159 stayed for the entire week.

In 1979, the participants of Professional Growth Week included 96 (63%) males and 56 (37%) females. This represented a 6% increase in female participants enrolled over the previous years. Of the 151 participants enrolled, 151 stayed for the entire week.

In 1980, the participants of Professional Growth Week included 61 (63%) males and 36 (37%) females. This represented the same percentage of males and females as enrolled during the previous year. Of the 97 participants enrolled, 94 stayed for the entire week.

In 1981, the participants of Professional Growth Week included 56 (58%) males and 41 (42%) females This represented a 5% decrease in male participants enrolled and a 5% increase in female participants as enrolled the previous year. Of the 97 participants enrolled 96 stayed for the entire week. One participant was absent the last day and made up the work missed the following week.

Over the past eight years the male/female percentages have remained quite consistent from year to year.

TABLE III-1

Teaching Assignments of the Participants
Who Attended Professional Growth Week-1981

Teaching Area	Number	Percent*
Academic Subjects	11	11
Agriculture	2	2
Business and Office Occupations	10	10
Distributive Education	3	3
Health Occupations	29	30
Home Economics	1	1
Trade and Industry	27	28
Other	10	10
Not reported	4	5
TOTALS	97	100

*Percent is rounded off to nearest whole number.

TABLE III-2

A Comparison of Teaching Assignments Between Wisconsin VTAE Teachers
Professional Growth Week (1973), (1974), (1975), (1976), (1977), (1978), (1979), (1980)
and Professional Growth Week-1981 Participants

Teaching Area	(1973)		PGW (1974)		PGW (1975)		PGW (1976)		PGW (1977)		PGW (1978)		PGW (1979)		PGW (1980)		PGW (1981)	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
Academic Subjects ...	18	23	30	20	27	17	29	19	30	21	30	19	22	25	12	12	11	11
Agriculture	4	5	4	3	7	4	3	2	6	4	4	3	7	5	4	4	2	2
Business and Office Occupations	14	18	20	14	17	10	24	16	20	14	17	11	13	8	14	14	10	10
Distributive Education	1	1	2	1	4	3	2	1	7	5	5	3	8	5	6	6	3	3
Health Occupations ..	12	15	15	10	21	13	35	23	19	13	23	14	25	17	18	19	29	30
Home Economics.....	5	6	11	8	7	4	8	5	8	5	8	5	8	5	2	2	1	1
Trades and Industry..	22	28	49	34	50	31	40	26	29	20	61	38	40	26	26	27	27	28
Other	0	0	5	3	10	6	1	1	5	3	0	0	7	5	0	0	10	10
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	5
TOTALS	78	99	146	100	165	100	153	100	145	100	159	100	151	100	97	100	97	100

*Percent is rounded to nearest whole number.

Participants in this seminar indicated levels of educational preparation completed ranging from grade 12 through the doctorate. (Table III-3 presents the summary of the educational preparation of participants.) Table III-3 indicates the median level of educational preparation remained the same compared with the level of educational preparation indicated by participants of Professional Growth Week (1980). A gradual increase in the level of educational preparation was noted over the past eight year period. There were only six participants who did not have an associate or bachelor's degree. There was a significant increase over previous years in the percent of participants having a master's degree.

The average number of credits participants indicated as completed in professional education courses, such as teaching methods, curriculum development, etc., during the last two years was 5.6. This was a decrease in the number of professional education credits completed as compared to 6.5 in 1980.

In summary, the teachers in the seminar appeared to be representative of the total population of teachers in the VTAE system in terms of the areas in which they taught and their education preparation. Approximately 60 percent (58) of the participants had not attended a previous Professional Growth Week. Of the participants who indicated having attended previously, the majority had only attended one previous Professional Growth Week.

TABLE III-3

Comparison of Educational Preparation Between
Professional Growth Week 1974, 1975, 1976, 1977, 1978, 1979, 1980 and 1981 participants
by Percent

Education Level	Year:	1974	1975	1976	1977	1978	1979	1980	1981
	Total Participants:	146	164	148	145	159	151	97	97
					Percent*				
Grade 12 or equivalent		5%	5%	5%	3%	5%	4%	11%	6%
Associate degree or two year diploma		5%	5%	6%	8%	4%	1%	0%	0%
Bachelor's degree or equivalent		25%	29%	21%	20%	19%	22%	31%	28%
Bachelor's degree plus 15 semester credits		15%	12%	21%	19%	14%	14%	11%	15%
					Median				
Master's degree		27%	27%	23%	24%	22%	30%	26%	27%
Master's degree plus 15 semester credits		10%	9%	13%	17%	19%	17%	7%	14%
Master's degree plus 30 semester credits		7%	4%	9%	3%	7%	4%	7%	5%
Education Specialist degree		1%	1%	1%	1%	1%	1%	0%	0%
Doctorate		0%	2%	1%	1%	1%	1%	0%	1%
Not Reported		5%	6%	1%	4%	8%	7%	6%	4%
		100%	100%	100%	100%	100%	100%	100%	100%

Percent is rounded to nearest whole number.

RESULTS OF THE PARTICIPANTS' OPINIONNAIRES

In order to determine the participants' reactions to various aspects of the seminar program, an opinionnaire was designed and submitted to the participants on the last day of the seminar for their reactions. Table III-4 presents a summary of the participants' opinions. The response to each statement was on a five point scale with 1 = strongly disagree, 2 = disagree, 3 = undecided, 4 = agree, and 5 = strongly agree. Table III-4 presents the mean response to each statement. The reader will have to interpret this mean response in relation to the nature of each statement. For the items which the participants liked or thought were very valuable, a large mean will indicate a positive response. For those statements presented in the negative mode, in other words suggesting defects or deficiencies in the seminar (for example see item 7) a small mean will indicate positive responses on the part of the participants. Table III-4 also presents a summary of responses obtained on the three open-ended questions which asked the participants to indicate what they liked the most, what they liked the least, and additional comments and suggestions.

In summary, the results of the participants' opinionnaires indicated: (a) the registration fee concept was satisfactory, (b) the preferred location for the seminar was UW-Stout, (c) the conference participants were satisfied with the conference activities, (d) there was appropriate group interaction, and (e) participants were very satisfied with the quality and competency of the presenters. The results were very similar to results of previous years' conferences.

TABLE III-4

Results of Participants' Opinionnaires
Professional Growth Week-1981

Ratings:

1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

Statement	Mean Response
1. The registration fee concept was satisfactory	4.3
2. The preferred location of the seminar is UW-Stout	4.5
3. The conference schedule of activities was well designed	4.7
4. The topics in the program fit together to make a coherent program	4.7
5. I was exposed to media equipment and media procedures which can be used to enhance my regular teaching assignment	3.5
6. There was sufficient opportunity for individualized discussions with the instructors	4.0
7. There was a lack of group interaction	1.8
8. Providing university credit for the seminar was important to me	4.4
9. The preferred location of future conferences of this type would be....	
1. UW-Stout	
2. Central Wisconsin	
3. Within VTAE district schools	
10. The best thing about Professional Growth Week.....	
1. Interaction with other VTAE instructors	
2. Well organized activities and presentations	
3. Presenters	
11. The worst thing about Professional Growth Week.....	
1. Having evening sessions	
2. no night life	
3. long sessions	
12. For a future Professional Growth Week topic, I would suggest.....	
1. Computer Utilization in the Classrooms	
2. Media	
3. Human Relations	

RESULTS OF PRESENTERS' OPINIONNAIRES

Table III-5 presents a summary of the presenters' reactions to selected dimensions and experiences associated with the Professional Growth Week Seminar. Presenters responded on the five point scale with 1 representing strongly disagree and 5 representing agree. The results indicated that the presenters enjoyed the experience of being able to interact and work with participants at the Professional Growth Week Seminar (items 4 and 8). They also indicated that they became better acquainted with vocational, technical and adult education and educators in Wisconsin (items 1, 2, and 5). This is especially noteworthy since several presenters had already had extensive contact with the VTAE system prior to this seminar. Table III-5 also presents a summary of the responses to the three open-ended statements which ask for the presenters' suggestions and comments.

In summary, the presenters gave a very positive reaction to the seminar and the opportunity to interact with vocational-technical teachers.

TABLE III-5

Results of Presenters' Opinionnaires
Professional Growth Week 1980

Ratings:

1 = Strongly Disagree 2 = Disagree 3 = Uncertain 4 = Agree 5 = Strongly Agree

Statement	Mean Response
1. I became more aware of the needs of vocational educators	4
2. I acquired new insights into the goals of vocational education in Wisconsin	4
3. I became acquainted with instructional techniques which were new to me	3
4. I became better acquainted with the goals related to in-service education for vocational education teachers	4
5. I became better acquainted with staff representing Wisconsin Vocational, Technical and Adult Education districts	4
6. I enjoyed this experience of presenting at the Professional Growth Week workshop	5
7. I would like to be a presenter at future in-service workshops	5
8. I found the audiences to be very receptive to the presentations . . .	5

The following are typical responses to what the presenters liked most:

1. Interaction with the participants
2. Renewing friendships
3. Hearing about changes within VTAE districts

The following are typical responses to what the presenters liked least:

1. One week is not enough time for the topic covered.
2. Several participants "skipping" several sessions.
3. The quality of the picnic and picnic area.

The following are typical responses form presenters to the statement asking for suggestions for future Professional Growth Weeks:

1. Obtain more "needs" input from VTAE districts.
2. Other catering arrangements for picnic.
3. Have a half day or wednesday designated as "self-directed activities".

VTAE Instructors' Needs and Interests

The VTAE Instructors' Needs and Interests Survey related to selected competencies of vocational teachers contained a wide range of responses. (See Table III-6)

Competencies which ranked highest (great) on the needs rating included: Computer applications, motivating students and curriculum articulation. Competencies which ranked highest (great) on the interest ratings included: motivating students, determining competencies and computer applications. The majority of VTAE instructors responding to the needs and interest survey indicated some need and interest in each competency area listed. These results differed somewhat from a similar survey conducted in 1980 where methodology, individualizing instruction and motivating students ranked highest on the needs and mediating instruction, humanizing education and motivating students ranked highest on the interests of VTAE instructors.

TABLE III-6

VTAE Instructors' Needs and Interests Survey Related to
Selected Competencies for Vocational Teachers
Professional Growth Week-1981

Skill or Competency Areas	*Needs by Percent			*Interests by Percent		
	None	Some	Great	None	Some	Great
1. Curriculum Development Systematic Approach	12	66	22	7	59	33
2. Program Needs Analysis for VTAE Programs	24	60	15	29	53	17
3. Goal Setting for Personal Goals	26	38	35	25	44	29
4. Task Analysis for VTAE Programs	23	55	21	23	51	25
5. Determining Competencies from Task Analysis	8	57	33	14	41	43
6. Mediating Instruction with AV, Computer, etc.	12	72	16	25	51	19
7. Computer Applications	13	45	42	19	39	41
8. Methodology for Competency Based Education	12	56	30	18	32	34
9. Individualization of Instruction	17	66	16	22	46	31
10. Humanizing Education	16	50	33	22	38	38
11. Learning Environment Effects on Instruction	21	58	20	20	51	28
12. Micro-teaching Using Video Tape	46	28	25	35	39	24
13. Learning and Teaching Styles	11	72	27	12	50	38
14. Principles or Philosophy VTAE	62	32	5	43	48	8
15. Career Education Concepts	25	53	20	29	43	27
16. Motivating Students	12	48	40	10	20	70
17. Working with Exceptional Students	29	56	14	36	47	15
18. Records and Filing Systems for Teachers	31	44	24	38	38	23
19. Cognitive Mapping of Students	43	41	14	40	48	10
20. Curriculum Articulation	8	52	38	30	33	36

*Some participants omitted specific items so percent does not always equal 100. (Rounded to nearest percent.)

Results of the Pre-assessment and Post-assessments

Appendix B contains a copy of the pre-assessment instrument. Participants completed the instrument to help decide the best method for them to learn more about performance evaluation. A considerable variability in the knowledge related to performance evaluation was exhibited by participants: 32 (33%) indicated little experience and expertise; 40 (40%) indicated some experience and expertise; 17 (17%) indicated considerable experience and expertise as a result of the pre-assessment; and 23 (23%) indicated having completed a course in educational evaluation in the last two years. 8(8%) indicated that they had completed one or two years of teaching and needed help in developing objectives, teaching methods, course materials as well as evaluation.

The post-assessment consisted of each participant developing a performance evaluation model for one course they taught during their regular assignment in their home VTAE district.

The seminar staff felt that the content, learning experiences, and assessments were valid and relevant, and that participants demonstrated considerable growth in knowledge and satisfaction from their learning experiences.

Post Seminar Impacts

Approximately one-half of the participants in the Professional Growth Week-1981 conference signed up for independent study related to topics discussed in the Professional Growth Week-1981 conference. The independent study is to be completed during the 1981-82 summer and academic school year. The Center for Vocational, Technical and Adult Education Staff and Industrial Teacher Education staff have had contact with a number of these teachers during the prior academic school year (1980-81) during pre-planning activities. A large variety of applications of Professional Growth Week content related to performance evaluation for vocational education were made through independent study.

Several vocational, technical and adult education administrators have commented directly to CVTAE staff and Industrial Teacher Education staff that the participants in the seminar from their district came back with a lot of new ideas and indicated they would be implementing the new ideas. Moreover, a number of the participants have asked whether they could attend Professional Growth Week Seminar in June 1982. Thus, it would appear that the Professional Growth Week Seminar not only had a cognitive impact, but an affective one.

Summary of Outcomes

The ninety-seven participants were representative of both the educational attainment level and teaching areas of the instructor population in the Wisconsin vocational, technical and adult education institutions. The

seminar served the total range of teachers rather than just a select sub-population.

The pre-assessment, post-assessment indicates that significant learning did occur. Results of evaluation instruments and informal discussions indicated that the workshop was very effective in relationship to the affective doman. The participants, during informal conversation, expressed the feeling that they had acquired significant performance based vocational education techniques and knowledge which they will implement in their schools. The participants' and Presenters' Opinionnaire indicated that: (a) a sincere effort was exhibited on the part of the participants to acquire new knowledges and skills during the Professional Growth Week conference, and (b) the responses to the design, conduct and site of the seminar were very positive. In addition, a number of worthwile suggestions were obtained in regard to improving the content and design of a similar seminar for June 1982.

The results of the Participants' Opinionnaires indicated that the participants were well satisfied with Professional Growth Week. Throughout the week, in their own conversations, the participants expressed gratification and satisfaction for the learning activities. In general, the participants felt that they were experiencing relevant in-service education.

The Presenters' Opinionnaire indicated that the presenters were pleased with the conference. Informal conversation with the presenters indicated a very positive attitude toward Professional Growth Week. The presenters also enjoyed the informal interaction with the participants. Both the

formal and informal interaction between the presenters and participants allowed for an exchange of information and feelings which will be beneficial to Vocational, Technical and Adult Education in Wisconsin and UW-Stout.

CHAPTER IV

RECOMMENDATIONS

The following recommendations are based on the results of informal interaction and the formal data gathering process;

1. Provide for project topic follow-up activities within each VTAE district throughout the year with mini-seminars on specific sup-topics.

2. Continue to hold the June seminar on the University of Wisconsin-Stout campus.

3. Retain the opportunity for interaction for instructors from the various VTAE districts with each other, staff members, and consultants.

4. Continue this project providing VTAE instructors with direct benefits from this type of in-service and having benefit to all VTAE students, not a limited sub-group.

APPENDIX A

Sorensen's Letter to Each District

Application Form to Attend Professional Growth Week-1981

Information Sheet

Agenda

Wisconsin Board of Vocational, Technical
and Adult Education
4802 Sheboygan Avenue, 7th Floor
Madison, Wisconsin 53702

Robert P. Sorensen, Ph.D., State Director

COMMUNICATION BULLETIN 81-71

Professional Growth Week-1981
U.W.-Stout

March 11, 1981

To the District Directors
Wisconsin Vocational, Technical
and Adult Education

Dear Colleague:

The purpose of this letter is to solicit at least ten instructors from each VTAE district to participate in a five-day Professional Growth Week Conference, June 8-12, 1981 at U.W.-Stout, Menomonie, Wisconsin.

The evaluations of previous Professional Growth Weeks and the feedback from the previous years' participants was tremendous.

The focus of the 1981 PGW Seminar will be related to performance evaluation for vocational instruction. Topics will include establishing performance criteria, construction evaluation devices, administering evaluation devices, marking and reporting and challenge testing.

Participants may enroll for one college credit for the week. Independent study may be taken as an outgrowth of this conference.

Because of limited project funds, rooms and meals will not be provided to participants during the conference. A $10.00 registration fee will be charged for the conference.

Travel will be reimbursed not to exceed one round trip from home district to Menomonie at the rate of 2.5 cents per mile for each participant riding in the vehicle. If four participants are coming in one vehicle, the travel allowance for the vehicle would be 10 cents per mile; for six persons in one vehicle, the travel would be 15 cents per mile, etc. Meals and lodging enroute to and from home district will not be paid for by the project.

Please review your staff interest for potential participation and have each applicant submit the completed application form to Duane Johnson, Project Director, University of Wisconsin-Stout, Menomonie, Wisconsin 54751, no later than March 23, 1981.

Professional Growth Week-1981
U.W.-Stout

March 11, 1981

Please include the names of all alternate applicants who would be interested in participation in Professional Growth Week-1981 in the event there are regular applicants who are unable to attend or withdraw.

Sincerely,

Robert P. Sorensen

Robert P. Sorensen, Ph.D.
State Director

RPS/JAH/rma

Enclosures

APPLICATION FOR PARTICIPATION IN PROFESSIONAL GROWTH WEEK-1981
(Performance Evaluation for Vocational Education)
University of Wisconsin-Stout
June 8-12, 1981

Application Date _____

The conference theme is Performance Evaluation for Vocational Instruction. Topics include establishing performance criteria, construction of evaluation devices, administering evaluation devices, marking and reporting, and challenge testing. (See tentative agenda.)

Registration fee: $10 for each applicant.

The following information will assist us in planning for the workshop: PLEASE PRINT!

( ) REGULAR APPLICANT ( ) ALTERNATE APPLICANT

Name of Applicant _____ ( ) male ( ) female

Title of Applicant or Instructional Responsibility _____

Mailing Address of Applicant _____ City _____

State _____ Zip _____ Home Phone _____

Name of your VTAE District _____ Office Phone _____

Prior participation in Professional Growth Week: ( ) No ( ) Yes List Years _____

Subject/s Taught:
( ) a. Academic subjects (gen.)
( ) b. agriculture
( ) c. business and office
( ) d. distributive ed.
( ) e. health occupations
( ) f. home economics
( ) g. trades and industry
( ) h. other _____

How many college credits (semester hours) have you earned in professional education courses in the past two (2) years (teaching methods, curriculum, etc.)? _____

Total college credits (semester hours) earned in past two (2) years? _____

Check your highest level of education attainment:
( ) a. grade 12 or equivalent completed
( ) b. associate degree or two-year diploma
( ) c. bachelor's degree or equivalent
( ) d. bachelor's degree plus 15 semester credits
( ) e. master's degree
( ) f. master's degree plus 15 semester credits
( ) g. master's degree plus 30 semester credits
( ) h. educational specialist degree
( ) i. doctor's degree
( ) j. other _____

District Director's Signature _____

Return to Duane Johnson, Professional Growth Week Project Director, University of Wisconsin-Stout, Menomonie, Wisconsin 54751, by March 23, 1981.

After we have received your response, we will forward additional information regarding Professional Growth Week-1981.

RPS/JAM/rma
3/11/81

TENTATIVE AGENDA

PROFESSIONAL GROWTH WEEK-1981 U.W.-Stout Campus 6/8-12/81
Cooperative effort of local VTAE districts, WBVTAE and U.W.-Stout

PROGRAM: Performance Evaluation for Vocational Instruction

MONDAY, JUNE 8

10:30 - 12:00 noon	Registration and Participant Pre-Test
12:00 - 1:00	Open Time
1:00 - 2:00	Keynote Address-Dr. Robert Sorensen, State Director, VTAE
2:00 - 3:15	Models for Evaluation (Task Analysis, DACUM, V-TECS)
3:15 - 3:30	Break
3:30 - 4:00	Rationale for Performance Evaluation
* 4:00 - 4:30	Grouping Participants for Conference Activities (Each participant will complete one model performance evaluation instrument during the conference.)

TUESDAY, JUNE 9

8:30 - 9:00 a.m.	Performance Eval. History
9:00 - 9:30	Activities and Rooms for Participant Groups
9:30 - 12:00 noon	Groups: Evaluating Knowledge, Skills and Attitudes
12:00 - 1:00	Open Time
1:00 - 4:30	Groups: Evaluating Knowledge, Skills and Attitudes
5:30 - 6:30 p.m.	Picnic

WEDNESDAY, JUNE 10

8:30 - 9:30 a.m.	Levels of Performance, Articulation, Advanced Standing, Open Entry, Open Exit
9:30 - 12:00 noon	Groups: Evaluating Knowledge, Skills and Attitudes
12:00 - 1:00	Open Time
1:00 - 4:30	Groups: Evaluating Knowledge, Skills and Attitudes
7:00 - 8:30 p.m.	Learning Assessment Centers and Assessment Techniques

THURSDAY, JUNE 11

8:30 - 9:30 a.m.	Computer Applications for Performance Evaluation
9:30 - 12:00 noon	Groups: Evaluating Knowledge, Skills and Attitudes
12:00 - 1:00	Open Time
1:00 - 4:30	Groups: Evaluating Knowledge, Skills and Attitudes

FRIDAY, JUNE 12

8:30 - 9:00 a.m.	Advisory Committee and Employer Input
9:00 - 10:30	Instructor Evaluation Techniques
10:30 - 10:45	Break
10:45 - 11:45	Follow Up Evaluation: Student and Employer Follow-Up
11:45 - 12:00 noon	Summarization
12:00 - 1:00	Open Time
1:00 - 1:30	Conference Evaluation

*Groups will rotate through three areas: evaluating knowledge, evaluating skills and evaluating attitudes. Special arrangements will be made for participants who feel they are extremely competent in performance evaluation and for participants who have no teaching or performance evaluation background.

INFORMATION: PGW-1981

TO:

FROM: Dr. Duane Johnson, Project Director
Professional Growth Week-1981
U.W.-Stout
Menomonie, WI 54751 (715/232-1367)

DATE: April 27, 1981

SUBJECT: Professional Growth Week, June 8-12, 1981

Welcome to the Professional Growth Week-1981 Conference. We invite you to actively participate in the PGW Seminar, June 8-12, 1981, being held on the U.W.-Stout campus. Registration will be held in the Applied Arts Building located at the corner of Fourth Street East and Thirteenth Avenue South. This seminar is sponsored by the Wisconsin Board of Vocational, Technical, and Adult Education in cooperation with local VTAE districts and U.W.-Stout.

This Professional Growth Week for teachers of the VTAE system is designed to allow participants to become more proficient in designing and implementing performance evaluation for vocational instruction programs through presentations of the topics by experts and hands-on time for the development of a performance based evaluation model. Please bring a course outline for one course you teach.

REGISTRATION

Registration will be from 10:30 a.m. to 12:00 noon on June 8, 1981, in the Applied Arts Building. Conference registration fee is $10.00 per participant. Fee covers breaks w/one food item, one picnic meal and misc. conference expenses. No fee refunds after June 1, 1981.

TRAVEL

Travel will be reimbursed not to exceed one round trip from home district to Menomonie at the rate of 2.5 cents per mile for each participant riding in the vehicle. If four participants are coming in one vehicle, the travel allowance for the vehicle would be 10 cents per mile; for six persons in one vehicle, the travel would be 15 cents per mile, etc. Meals and lodging enroute to and from home district will not be paid for by the project. Distance will be determined by Wisconsin Official State Highway Map Log, from home district campus location to Menomonie and back to home district campus.

AUTO PARKING ON CAMPUS

U.W.-Stout CAMPUS PARKING LOTS require a parking permit. A blanket parking permit will be in effect for conference participants June 7-12, 1981. (Park only in YELLOW LOTS - color of signs.) (DO NOT PARK IN NUMBERED PARKING STALLS.) RED (color of sign) parking lots are for commuters only. No overnight parking in RED lots.

(continued on back page)

MEALS

Because of limited project funds, meals will not be provided to participants during the conference. You are on your own for all meals. The campus Commons and/or Student Center will be serving meals at the going rate or you may wish to eat at any of the establishments in the Menomonie area.

ROOM

Because of limited project funds, housing will not be provided for participants during the conference. You are on your own to secure housing. Dormitory rooms will be available on the UW-Stout Campus in CKTO Residence Hall at the cost of $28.00 for single and $25.00 for a double occupancy for the week. Sheets and pillow cases are available for an additional $1.50; bring your own blanket and pillow. Check in times of CKTO are Sunday, June 7th from 5:00 p.m. to 10:00 p.m. and on Monday, June 8 from 10:00 a.m. to 12:00 a.m. or 4:30 p.m. to 7:00 p.m. You need not make reservations for housing in advance. PARK IN RESIDENCE HALL LOTS ONLY!!

CLOTHING

Plan to attend the class sessions in informal dress. Activities range from seminar activities to self-directed activities. Limited recreational activities are provided by U.W.-Stout. You may wish to bring a swim suit, swim cap, and/or gym suit.

ENROLLMENT FOR COLLEGE CREDIT

One hour of credit will be available to active participants who elect and enroll to take the week for graduate credit. Up to two hours of credit may also be available for those who elect to participate in an independent study upon their return home. This independent study should be a follow-up of seminar activities. The cost of each credit has not been determined at the present time. Participants will be able to enroll for these credits during the seminar. Both undergraduate and graduate credit are available.

COLLEGE CREDIT TOWARDS VOCATIONAL CERTIFICATION

Each VTAE District and the State Board of VTAE have specific instructions related to credit acceptability with the VTAE District in which they are employed. Check with your district administration.

MATERIALS TO BRING

You may find comfort in either a fan or a blanket depending on cur June weather. The classrooms are air conditioned, however, the residence hall rooms are not air conditioned. Bring at least one course outline.

ADJOURNMENT OF THE WORKSHOP

The workshop will adjourn at 1:30 p.m. on June 12, 1981.

ADDITIONAL INFORMATION

If you desire additional project information, contact Duane Johnson, Project Director, PGW-1981, U.W.-Stout, Menomonie, WI 54751. (Phone 715/232-1367) If you desire additional campus housing or food service information, contact Housing at 715/232-1121.

APPENDIX B

Needs and Interests Survey

Participant's Opinionnaire

Presenter's Opinionnaire

Assessment Form

VTAE INSTRUCTORS' NEEDS AND INTERESTS SURVEY

Skill or Competency Areas (Encircle competencies listed that you do not understand.)	Column A Respond to Your Needs			Column B Respond to Your Interests		
	None	Some	Great	None	Some	Great
1. Systematic approach to Curriculum Development						
2. Needs Analysis for VTAE programs						
3. Goal Setting for personal goals						
4. Task Analysis for VTAE programs						
5. Determining competencies						
6. Mediating Instruction						
7. Computer Applications						
8. Methodology for Comp. Based. Instr.						
9. Individualization of Instruction						
10. Humanizing Education						
11. Learning Environment effects on Instruction						
12. Micro - teaching using video tape						
13. Learning and Teaching Styles						
14. Principles or Philosophy VTAE						
15. Career Education Concepts						
16. Motivating Students						
17. Working with Exceptional STudents						
18. Records and Filing Systems for Teachers						
19. Mapping of students						
20. Curriculum articulation						

PARTICIPANT'S OPINIONNAIRE FOR PROFESSIONAL GROWTH WEEK

To help us in improving our in-service educational programs, we would appreciate receiving your honest response to the following items. Please circle your response.

Ratings:

1 = SD = Strongly Disagree
2 = D = Disagree
3 = U = Uncertain
4 = A = Agree
5 = SA = Strongly Agree

STATEMENT	SD (strongly disagree)	D (disagree)	U (uncertain)	A (agree)	SA (strongly agree)
1. The registration fee concept was satisfactory.....	1	2	3	4	5
2. The preferred location of the seminar is UW-Stout.....	1	2	3	4	5
3. The conference schedule of activities was well designed.....	1	2	3	4	5
4. The topics in the program fit together to make a coherent program.....	1	2	3	4	5
5. I was exposed to educational evaluation techniques and procedures which can be used to enhance my regular teaching assignment.....	1	2	3	4	5
6. There was sufficient opportunity for individualized discussions with the instructors.....	1	2	3	4	5
7. There was a lack of group interaction.....	1	2	3	4	5
8. Providing university credit for the seminar was important to me.....	1	2	3	4	5

9. The preferred location of future conferences of this type would be....

10. The best thing about Professional Growth Week.....

11. The worst thing about Professional Growth Week was.....

12. For a future Professional Growth Week Topic, I would suggest....

PGW 1981 PRESENTER'S OPINIONNAIRE FOR PROFESSIONAL GROWTH WEEK 6/8/81

To assist the Center for Vocational, Technical and Adult Education and the Industrial Teacher Education Department in improving their in-service educational programs, we would appreciate your responses to the items on this opinionnaire.

To what extent did you experience the following during either the preparation, the delivery of your presentation, or during informal interactions with the participants. Please circle your response.

RATINGS:

1 = SD = Strongly Disagree
2 = D = Disagree
3 = U = Undertain
4 = A = Agree
5 = SA = Strongly Agree

STATEMENT	SD Strongly Disagree	D Disagree	U Uncertain	A Agree	SA Strongly Agree
1. I became more aware of the needs of vocational educators	1	2	3	4	5
2. I acquired new insights into the goals of vocational education in Wisconsin	1	2	3	4	5
3. I became acquainted with instructional techniques which were new to me	1	2	3	4	5
4. I became better acquainted with the goals related to in-service education for vocational education teachers	1	2	3	4	5
5. I became better acquainted with staff representing Wisconsin Vocational, Technical and Adult Education districts	1	2	3	4	5
6. I enjoyed this experience of presenting at the Professional Growth Week workshop	1	2	3	4	5
7. I would like to be a presenter at future in-service workshops	1	2	3	4	5
8. I found the audiences to be very receptive to the presentations	1	2	3	4	5

9. The experiences I enjoyed most about Professional Growth Week were...

10. The experiences I enjoyed least about Professional Growth Week were...

11. I would suggest that future Professional Growth Week projects...

12. Comments :

Name_____ Soc. Sec. #_____

Mailing Address_____
(phone)

City_____ State_____ Zip_____

District_____

1980-81 PROFESSIONAL GROWTH WEEK PARTICIPANT QUESTIONNAIRE

Directions: The purpose of this instrument is to provide the Professional Growth Week staff with information concerning your level of competence in evaluating student progress. This information will be used to help us plan your 1981 Professional Growth Week. Please circle the most appropriate response.

1. How would you rate your level of expertise and experience in evaluating student progress?

   A. Little experience and expertise

   B. Some experience and expertise

   C. Considerable experience and expertise

2. I have completed a course in Educational Evaluation within the past two years. YES NO

   If you answered yes to item #2, please see attachment #1.

3. This is my first or second year of teaching and I feel I need help in developing objectives, teaching methods, course material, etc. YES NO

   If you answered yes to item #3, please see attachment #2.

ATTACHMENT NO. 1

If you have completed a course in Educational Evaluation within the past two years or if you feel extremely competent in evaluating student knowledge, skills and attitudes you may, but are not required to opt out of the planned program for part of Tuesday, Wednesday and Thursday and complete a project of your choice. The only ground rules are that your project be related to evaluation and that you complete the following before arriving for Professional Growth Week.

Name _____ Soc. Sec. # _____

Mailing Address _____ (phone)

City _____ State _____ Zip _____

District _____

1. List the major and minor learning objectives you hope to obtain from this project. (Be specific as to the skills, knowledge, understandings, attitudes, etc. you hope to develop or improve from the course.)

2. Describe the methods you plan to use to complete the study and achieve the stated learning objectives. How are you going to conduct the study? By observations, books, periodicals, lab research, personal interviews, etc.?

3. What are you planning on presenting to your Study Coordinator so that they might best evaluate the learning achieved from this study? (Written report, oral presentation, set of slides, work of art, etc.)

ATTACHMENT NO. 2

If this is your first or second year of teaching and you feel you need some "survival" skills to help you write objectives, develop teaching methods, develop course materials, etc. you may, but are not required to opt out of the planned program for part of Tuesday, Wednesday, and Thursday and take part in a "mini workshop" designed to help the beginning teacher. If you are interested in this option please complete the following:

Name _____ Soc. Sec. # _____

Mailing Address _____ (phone)

City _____ State _____ Zip _____

District _____